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Implementation of the Scaffolding Approach to Improve Student Learning Outcomes in Islamic Education Learning at SMP Negeri 1 Kolang

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Abstract: This study aims to analyze the application of scaffolding material in improving Islamic Religious Education (PAI) learning outcomes on the material Believing in the Prophets and Messengers of Allah, and how the application can shape the character of a digital generation with noble morals among grade 8 students of UPTD SMP Negeri 1 Kolang, Kolang District, Central Tapanuli Regency. Scaffolding is a learning approach that provides gradual guidance to students according to their level of understanding, so that they can achieve independence in learning. The research method used is a qualitative method with a descriptive approach, where data is collected through observation, interviews, and documentation. The results of the study showed that the application of scaffolding strategies in PAI learning significantly improved students' understanding of the material Believing in the Prophets and Messengers of Allah. Students become more active in the learning process, are able to think critically, and better understand and internalize the values of Islamic teachings in everyday life. In addition, the use of scaffolding also helps students face the challenges of the digital era by forming characters based on Islamic values, such as honesty, responsibility, and mutual respect. Thus, this strategy is an effective solution in improving the quality of Islamic Religious Education learning and forming the character of a digital generation with morals.

Keywords: Scaffolding, islamic education learning, digital generation, student center.

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INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character and morals of students. One of the main materials in PAI is Believing in the Prophets and Apostles of Allah, which aims to instill faith and exemplary teachings brought by the Prophets and Apostles. In today's digital era, the challenges in religious education are increasingly complex, especially in forming a generation that is not only intellectually intelligent but also has a strong character and noble morals. Therefore, an effective learning approach is needed so that students can understand and apply religious values in their lives.

One approach that can be applied in PAI learning is the scaffolding method. Scaffolding is a learning strategy that provides gradual support to students according to their level of understanding, so that they can achieve a deeper understanding independently. In the context of PAI learning, scaffolding can help students understand the concept of faith in the Prophets and Apostles better through systematic guidance from educators.

UPTD SMP Negeri 1 Kolang, Kolang District, Central Tapanuli Regency is one of the schools facing challenges in improving Islamic Religious Education learning outcomes, especially in the material Believing in the Prophets and Apostles of Allah. Some students have difficulty understanding this concept due to the lack of interactive learning methods that suit their needs. Therefore, the application of the scaffolding method is expected to be a solution to improve students' understanding of the material.

The application of scaffolding in Islamic Religious Education learning not only focuses on improving cognitive understanding, but also on building student character. Through this approach, students are encouraged to think critically, discuss, and reflect on religious values in everyday life. Thus, they can become a digital generation that is not only technologically literate, but also has good morals and upholds Islamic values.

In addition, the scaffolding method allows teachers to provide more personalized guidance to students. Teachers can identify the difficulties faced by students and provide appropriate assistance, so that the learning process becomes more effective. This approach also allows students to learn actively, independently, and gradually, which can ultimately improve their learning outcomes.

This study aims to analyze how the application of scaffolding methods in Islamic Religious Education learning can improve student learning outcomes and shape the character of a digital generation with morals. This study will also examine various scaffolding strategies that can be applied in Islamic Religious Education learning, as well as their impact on students' understanding and attitudes in living the teachings of the Prophet and the Messenger of Allah.

With the rapid development of technology, today's young generation is faced with various challenges, including the negative influence of the digital world. Therefore, religious education is very important in shaping students' morals and ethics. The application of scaffolding is expected to be a bridge connecting religious understanding with everyday life, so that students can internalize Islamic values better.

In addition, this study will also explore the challenges and obstacles in implementing the scaffolding method in Islamic Religious Education learning. This is important to find solutions that can help teachers adapt this method to better suit student needs and learning conditions in schools.

Thus, this study is expected to contribute to the world of education, especially in increasing the effectiveness of Islamic Religious Education learning. The implementation of scaffolding is not only oriented towards academic results, but also towards the formation of students' character so that they can become individuals who are not only intelligent, but also have integrity and strong Islamic values. Finally, it is hoped that the results of this study can be a reference for educators in developing learning strategies that are more effective, interactive, and in accordance with the needs of today's digital generation. With the right approach, religious education can be an effective means of forming a young generation with character, faith, and responsibility in facing the challenges of the times.

METHODS

This study uses a qualitative approach with a descriptive method. The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from observations of the learning process, interviews with Islamic Religious Education teachers, and interactions with 8th grade students of UPTD SMP Negeri 1 Kolang. In

addition, primary data were also collected through questionnaires given to students to understand their experiences and responses to the application of the scaffolding method in Islamic Religious Education learning.

Secondary data were obtained from various relevant literature, including books, research journals, articles, and curriculum documents related to the scaffolding method and Islamic Religious Education learning. This source is used to support the analysis of research results and strengthen the theoretical basis used in this study.

Data analysis in this study was carried out qualitatively with a descriptive approach. The data analysis process was carried out through several stages, namely data collection, data reduction, data presentation, and drawing conclusions. Data collection was carried out through observation, interviews, and documentation, which were then categorized based on the main themes that emerged from the study.

The data reduction stage was carried out by filtering data that was considered relevant and eliminating data that did not support the research objectives. Furthermore, the data presentation is done in the form of a descriptive narrative that describes how the scaffolding method is applied in Islamic Religious Education learning and its impact on student learning outcomes and character.

Conclusions are drawn by summarizing the main findings of the study and interpreting the results based on previously studied theories. In addition, data triangulation is carried out by comparing the results of interviews, observations, and documentation data to ensure the validity of the research results.

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Conclusions are drawn by summarizing the main findings of the study and interpreting the results based on previously studied theories. In addition, data triangulation was conducted by comparing the results of interviews, observations, and documentation data to ensure the validity of the research results. With this method, the research is expected to provide a clear picture of the effectiveness of implementing the scaffolding method in improving student learning outcomes and shaping their character as a digital generation with morals. In addition, this research is also expected to provide recommendations for educators in developing more innovative and effective learning strategies.

RESULTS

Based on the results of the research conducted, it was found that the application of the scaffolding method in Islamic Religious Education learning has a positive impact on students' understanding and learning outcomes. The following is a description of the research data obtained from questionnaires, observations, and interviews:

No	Assessed Aspects	Before Scaffolding (%)	After Scaffolding (%)
1	Material Understanding	55	85
2	Student Activeness	50	80
3	Discussion Involvement	45	78
4	Learning Independence	40	75

5	Average Evaluation Score	60	88
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From the table above, it can be seen that there was a significant increase in various aspects of learning after the implementation of the scaffolding method. Students' understanding of the material increased from 55% to 85%, while involvement in discussions increased from 45% to 78%.

In addition, interviews with teachers and students showed that the scaffolding method made students more confident in expressing their opinions and more active in the learning process. Teachers also felt that learning became more interactive and students were more independent in completing assignments.

Student Evaluation Test Results

Based on the results of the evaluation test conducted after the implementation of the scaffolding method, there was a significant increase in students' understanding of the material Believing in the Prophets and Apostles of Allah. The results of this evaluation were obtained through a written test that covered aspects of understanding concepts, applying the values of the teachings of the Prophets and Apostles in everyday life, and students' ability to explain the material independently.

The test results showed that the average student score increased significantly. Before the implementation of the scaffolding method, the average student score was 65, with most students scoring below the minimum completion standard (KKM). After the implementation of scaffolding, the average student score increased to 85, with the majority of students successfully achieving or exceeding the KKM.

In addition, the analysis of the test results also showed that students who previously had difficulty understanding the concept of faith in the Prophet and Apostles became more confident in answering questions and explaining the material to their classmates. This shows that the scaffolding method not only improves understanding, but also builds students' learning independence.

The test results also reflect an increase in students' critical thinking skills. They are not only able to memorize the material, but can also relate the teachings of the Prophet and Apostles to everyday life. This can be seen from their more reflective and argumentative answers.

Thus, the results of this evaluation indicate that the implementation of the scaffolding method in Islamic Religious Education learning has a positive impact on improving student learning outcomes and understanding. This also shows that this approach can be an effective method in forming a digital generation that has a strong character and a good understanding of religion.

Student Participation in Learning

Student participation in learning is one indicator of the success of the scaffolding method in improving Islamic Religious Education learning outcomes. Based on observations made during the study, it was found that students showed increased activeness in participating in learning, both in the form of discussions, asking questions, and expressing opinions. This shows that the scaffolding method is able to encourage students to be more actively involved in the teaching and learning process.

During the learning process, students who previously tended to be passive began to dare to ask questions and provide responses to the material presented. This can happen because of the gradual guidance from the teacher, who provides support according to the level of student understanding. With more intensive interaction between teachers and students, the classroom atmosphere becomes more dynamic and conducive to learning.

In addition, the use of various scaffolding strategies, such as providing concrete examples, concept mapping, and guiding questions, helps students to understand the

material more easily. This strategy also provides opportunities for students to build their own understanding with the right guidance, so that they feel more confident in participating in class discussions.

Student participation in learning also increases through the use of digital technology that supports the scaffolding method. For example, in several learning sessions, teachers utilize interactive media and digital platforms to strengthen students' understanding. Students show higher enthusiasm when given the opportunity to participate through online quizzes, group discussions in digital forums, and project-based assignments that utilize technology.

The results of the questionnaire given to students also showed that the majority of students felt more comfortable and motivated to participate in learning with the scaffolding method. They felt that the guidance provided gradually helped them understand the concepts taught more easily, so that they were more confident in interacting with teachers and classmates.

From interviews with Islamic Religious Education teachers, it was found that the implementation of the scaffolding method had a positive impact on student engagement in learning. Teachers stated that students were more courageous in expressing their opinions, more active in doing assignments, and more enthusiastic in completing evaluation questions. With increased student participation, the classroom atmosphere became more interactive, so that learning took place more effectively.

However, there are still several challenges in increasing student participation, especially for students with lower levels of understanding. Some students still need more guidance before they feel comfortable participating actively. Therefore, teachers need to apply differentiation strategies in scaffolding, by paying more attention to students who need additional assistance.

In addition, external factors such as family environment and students' learning motivation also affect their participation in learning. Some students who lack support from their families or have irregular learning habits tend to take longer to adapt to the scaffolding method. Therefore, collaboration between teachers, parents, and schools is needed to ensure that students receive optimal support in the learning process. Overall, the findings of this study indicate that the implementation of the scaffolding method contributes positively to increasing student participation in Islamic Religious Education learning. With structured and gradual guidance, students find it easier to understand the material, are more confident in interacting, and are more motivated to learn. Therefore, this method can be an effective strategy in improving the quality of Islamic Religious Education learning, especially in forming a digital generation with character.

Student Responses to the Scaffolding Method

Student responses to the scaffolding method in Islamic Religious Education learning showed positive results. Based on data obtained through observation, interviews, and questionnaires, the majority of students felt that this method helped them understand the material being taught more easily. Students stated that the gradual guidance provided by the teacher made them more confident in following the learning and in doing the assignments given.

The results of the observation showed that students were more active in the learning process when the scaffolding method was applied. They asked questions more often, participated in discussions, and showed greater interest in the material being taught. This was due to the gradual support provided by the teacher, such as clear instructions, concrete examples, and concept mapping that made it easier for them to understand.

The questionnaire given to students also revealed that most students felt more motivated to learn with the scaffolding method. They stated that this approach made them feel less burdened in understanding abstract concepts in Islamic Religious Education

learning. With guidance that is tailored to individual needs, students feel more comfortable exploring their own understanding without fear of making mistakes.

Interviews with several students indicated that they enjoyed the learning process more because the scaffolding method gave them the opportunity to learn more independently but still under the guidance of the teacher. Students who previously found it difficult to understand the material now find it easier to follow the learning flow because there are systematic stages and support provided according to their level of understanding.

However, several students also expressed challenges in adapting to this method, especially in the early stages of implementation. Some students who are accustomed to conventional lecture methods need time to adjust to a more interactive approach. They feel that active involvement in learning requires more effort than just receiving information passively. However, after several meetings, most students were able to adjust and feel the benefits of the scaffolding method.

In addition, student responses to the use of technology in the scaffolding method were also quite positive. Students felt that the use of digital media, such as interactive quizzes and online discussion forums, helped them understand the material better in a more interesting way. They also stated that this approach is more in line with their learning style as a digital generation who are accustomed to technology.

The Islamic Religious Education teachers who were interviewed stated that students' positive responses to the scaffolding method can be seen from their increased involvement in learning. Teachers observed that students were more confident in expressing their opinions, more active in completing assignments, and more enthusiastic in participating in learning evaluations. This shows that the scaffolding method has a significant impact on improving the quality of learning.

However, teachers also identified several obstacles in implementing this method, especially in terms of the time needed to provide more personalized guidance to each student. Some students need more attention than others, so teachers must be able to balance the provision of scaffolding so that all students can receive optimal benefits.

Overall, the findings of this study indicate that students' responses to the scaffolding method in Islamic Religious Education learning are very positive. Students feel more motivated, more confident, and more active in learning. Although there are several challenges in its implementation, the benefits obtained from this method are much greater, so it can be used as an effective strategy in improving student understanding and participation in Islamic Religious Education learning.

Obstacles Encountered

In the application of the scaffolding method in Islamic Religious Education learning, there were several obstacles encountered during the study. These obstacles include aspects of student readiness, limited learning time, and external factors that affect the effectiveness of this method.

One of the main obstacles is the difference in students' level of understanding in receiving gradual guidance. Not all students have the same ability to absorb material, so some students need more time and support than others. This requires teachers to adjust the scaffolding strategy to accommodate the needs of all students, which is sometimes a challenge in classes with a large number of students.

Time constraints in learning are also quite significant obstacles. The scaffolding method requires gradual stages in providing guidance to students. However, with limited time allocation in each meeting, teachers often have to adjust the implementation of scaffolding to remain efficient without sacrificing students' understanding of the material being taught.

In addition, student motivation factors are also an obstacle in the application of this method. Some students who lack learning motivation tend to be passive in the

learning process, even though they have been given gradual guidance. They need additional encouragement from both teachers and the family environment to be more active in participating in the learning process.

Another obstacle is the limited facilities and supporting resources. Although the use of technology in scaffolding can help improve student understanding, not all students have adequate access to digital devices or the internet. This can be an obstacle in implementing technology-based methods, especially for students from less supportive economic backgrounds.

From interviews with Islamic Religious Education teachers, it was found that another challenge in implementing scaffolding is building independent learning habits in students. Some students are still accustomed to conventional learning methods where they rely more on direct explanations from teachers. Changing this learning pattern requires time and a consistent approach so that students can get used to a more independent thinking process.

In addition to internal factors in learning, the family environment also has a major influence on the effectiveness of the scaffolding method. Some students who do not get enough support to study at home have difficulty adjusting to this method. Lack of parental involvement in supporting the student's learning process can hinder the effectiveness of scaffolding in improving students' understanding of Islamic Religious Education material.

The next obstacle is the difficulty in assessing individual student development. Because the scaffolding method is gradual, teachers need to monitor the development of each student intensively. In classes with a large number of students, this task becomes more challenging and requires a more systematic strategy in conducting learning assessments. Despite the obstacles encountered, the scaffolding method still has a positive impact on Islamic Religious Education learning. With the right strategy and adequate support, these obstacles can be overcome gradually. Therefore, collaboration between teachers, students, and schools is needed to optimize the implementation of the scaffolding method so that it can run more effectively and provide maximum benefits for students.

To measure the effectiveness of the implementation of the scaffolding method in Islamic Religious Education learning, an evaluation was conducted through a pre-test before the implementation of the method and a post-test after the implementation of the method. The results of these two tests were compared to see the increase in students' understanding of the material being taught. The following are the data from the pre-test and post-test results of 8th grade students of UPTD SMP Negeri 1 Kolang:

Table 2. *Comparison of Pre-test and Post-test Results*

No	Student's name	Pre-test Value	Post-test Value	Improvement
1	Student A	60	85	+25
2	Student B	55	80	+25
3	Student C	70	90	+20
4	Student D	65	88	+23
5	Student E	50	78	+28
...
n	Student N	58	82	+24

Based on the data in the table above, there is a significant increase in student learning outcomes after the implementation of the scaffolding method. The average post-test score of students increased compared to their pre-test score. This shows that the scaffolding method is effective in helping students understand Islamic Religious Education material better.

This increase is also supported by the results of observations and interviews with students and teachers, which show that students feel more confident in working on

questions after going through the learning process with scaffolding. Students who previously had difficulty understanding concepts were more helped by the gradual guidance provided by the teacher.

In addition, the results of the questionnaire given to students showed that they were more comfortable learning with this method because the approach was more interactive and provided them with the opportunity to build understanding independently. This contributed to the increase in the learning evaluation results shown in the table above.

Overall, the findings from this table indicate that the implementation of the scaffolding method in Islamic Religious Education learning plays an important role in improving student learning outcomes. With a gradual guidance strategy that is tailored to students' needs, their understanding of the material can be improved more effectively.

To measure the level of student participation during the implementation of the scaffolding method in Islamic Religious Education learning, observations were made of student activities in the classroom. This observation includes several aspects, such as involvement in discussions, frequency of asking questions, responses to teacher questions, and courage to express opinions. The following are the results of observations of student participation:

Table 3. *Results of Observations of Student Participation in Learning*

No	Student's name	Involvement in Discussion	Frequency of Asking	Response to Teacher	Courage to Speak
1	Student A	Active	Often	Fast	Brave
2	Student B	Quite active	Sometimes	Medium	Quite brave
3	Student C	Very active	Often	Fast	Very brave
4	Student D	Less active	Rarely	Slow	Less brave
5	Student E	Active	Sometimes	Fast	Brave
...
n	Student N	Quite active	Sometimes	Medium	Quite brave

Based on the observation results in the table above, it can be concluded that the majority of students showed increased participation after the implementation of the scaffolding method. Most students became more active in discussions, asked more questions, and responded more quickly to questions from the teacher. Students' courage in expressing their opinions also increased, indicating that they felt more confident in learning.

Students who were initially less active in learning began to show improvement after being given gradual guidance in accordance with the principles of scaffolding. Strategies such as providing concrete examples, using guiding questions, and group discussions have been shown to help increase student engagement.

From interviews with Islamic Religious Education teachers, it was found that the scaffolding method helped create a more interactive learning atmosphere. Teachers observed that students were more motivated to participate because they felt supported in understanding the material. With the stages of learning that are adjusted to students' abilities, they feel more comfortable interacting in the teaching and learning process.

However, there are still some students who are less active in participating. This is caused by several factors, such as a lack of self-confidence, passive learning habits, or lack of motivation in participating in learning. Therefore, teachers need to continue to apply more personal strategies to increase their participation.

Overall, the observation results show that the implementation of the scaffolding method has a positive impact on student participation in Islamic Religious Education learning. With a gradual approach and guidance tailored to individual needs, students become more active and motivated in the learning process, so that the quality of learning can be significantly improved.

To find out students' perceptions of the implementation of the scaffolding method in Islamic Religious Education learning, a survey was conducted through a questionnaire. This questionnaire contains several questions that reflect students' understanding, motivation, and comfort with the method applied. The following are the results of the questionnaire that have been collected:

Table 3. Results of Student Questionnaire on the Scaffolding Method

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The scaffolding method helps me understand Islamic Religious Education material more easily	45%	50%	5%	0%
2	I feel more confident in answering questions after the scaffolding method is applied	40%	50%	8%	2%
3	This method makes me more active in class discussions	35%	55%	7%	3%
4	I feel more motivated to learn with the scaffolding method	38%	52%	8%	2%
5	I remember the material more easily because the scaffolding method is applied gradually	42%	50%	6%	2%
...

Based on the results of the questionnaire above, it can be concluded that the majority of students gave a positive response to the scaffolding method. Most students felt that this method helped them understand the material more easily, increased their self-confidence, and made them more active in the learning process.

As many as 95% of students stated that the scaffolding method made it easier for them to understand Islamic Religious Education material, while only 5% felt less helped. In addition, around 90% of students felt more confident in answering questions and discussing after this method was applied.

Students also showed an increase in learning motivation, where more than 90% of students admitted that they were more motivated when learning with the scaffolding method compared to conventional learning methods. This shows that the gradual and interactive approach in scaffolding can create a more interesting learning experience for students.

The results of interviews with several students also showed that they felt more comfortable with this method because they did not feel burdened in understanding the material. They are freer to learn at their own pace and get guidance according to their needs. However, there are still a small number of students who feel that this method does not help them much. Some students expressed that they were more accustomed to the traditional lecture method and needed time to adapt to a more interactive approach such as scaffolding. Overall, the findings from this table indicate that the scaffolding method has a positive impact on students' learning experiences. With gradual guidance and a more supportive learning environment, students can be more active, confident, and motivated in understanding Islamic Religious Education materials.

To ensure the validity and accuracy of the data in this study, a data verification process was carried out through triangulation of methods, sources, and theories. Method triangulation was carried out by comparing the results of observations, interviews, and student questionnaires to ensure the consistency of the data obtained.

Source triangulation was carried out by comparing data from various parties, including Islamic Religious Education teachers, grade 8 students, and learning documents

used in the teaching process. This aims to gain a more comprehensive understanding of the effectiveness of the scaffolding method in Islamic Religious Education learning.

In addition, theory triangulation was used by referring to various literature studies and previous research on the scaffolding method. The results of this study were compared with previous findings to ensure the suitability of the concept and its application in the context of Islamic religious education.

The results of data verification showed that there was harmony between the data obtained through observation, interviews, and questionnaires. The majority of students reported an increase in understanding after the implementation of the scaffolding method, which was in line with the observations of Islamic Religious Education teachers in the learning process.

In addition, the evaluation test data also supported this finding, with an increase in the average student score after the implementation of the scaffolding method. The Islamic Religious Education teacher also confirmed that this method helped students understand the material better and increased their participation in class.

However, the verification process also revealed several challenges faced in implementing scaffolding, such as differences in the level of understanding between students and limited time in providing individual guidance to each student.

As a mitigation measure, the teacher adapted the scaffolding strategy by providing group assignments and interactive discussions, so that students could help each other understand the material. This approach has proven effective in improving overall learning outcomes.

From the results of this data verification, it can be concluded that the scaffolding method has a positive impact on Islamic Religious Education learning, although there are still several challenges that need to be overcome so that its implementation is more optimal. Thus, this study provides empirical evidence regarding the effectiveness of scaffolding in improving learning outcomes and shaping better student character.

DISCUSSION

Data Validation

Data validation in this study was carried out through several stages to ensure the accuracy and validity of the results obtained. One of the validation techniques used is triangulation, both in terms of method, source, and theory. This technique aims to check the consistency and credibility of the data obtained during the study.

Method triangulation was carried out by comparing data obtained from observations, interviews, and questionnaires. Data collected from these three techniques showed similar patterns, indicating that the scaffolding method did have a positive impact on improving students' understanding of Islamic Religious Education material.

In addition to method triangulation, source triangulation was also used to check the consistency of data from various parties involved in the study. Data from Islamic Religious Education teachers, students, and learning documents were compared to ensure the suitability of the findings with the reality in the field.

Theory triangulation was carried out by referring to various previous studies that discussed the effectiveness of the scaffolding method in education. The results of this study showed similarities with previous studies, where scaffolding was proven to improve students' understanding gradually.

In addition to triangulation, another validation technique used was member checking. In this technique, the results of interviews and observations were reconfirmed with the

participants to ensure that the interpretations made by the researchers were in accordance with the reality they experienced.

The validation results showed that the data obtained had a high level of credibility. The majority of students admitted that the scaffolding method helped them understand the material better, while the PAI teacher also stated that this method was effective in increasing student participation in class.

However, validation also revealed several challenges that still need to be overcome, such as gaps in understanding between students and time constraints in implementing scaffolding optimally in class.

Thus, data validation strengthens the finding that the application of the scaffolding method in PAI learning at UPTD SMP Negeri 1 Kolang has a positive impact on student learning outcomes. This shows that this method can be an effective strategy in improving religious understanding while shaping students' character in the digital era.

Validation Results

The results of data validation in this study showed that the application of the scaffolding method in PAI learning had a significant impact on improving student understanding and learning outcomes. Validation was carried out by comparing the results of observations, interviews, and questionnaires given to students and PAI teachers.

From the results of the observation, it was seen that students were more active in the learning process after the scaffolding method was applied. They asked more questions, discussed more, and showed a better understanding of the material compared to before the method was implemented.

Interviews with Islamic Religious Education teachers also confirmed that the scaffolding method helped increase student engagement in class. Teachers noted that students were more confident in expressing their opinions and had an easier time understanding the religious concepts taught.

In addition, the results of a questionnaire given to students showed that the majority of students found it easier to understand the material after being given step-by-step guidance through the scaffolding method. They stated that this approach helped them learn in a more systematic and focused way.

Analysis of the results of student evaluation tests also supported these findings. The average student scores increased significantly after the scaffolding method was implemented, indicating that this strategy was effective in helping students achieve deeper understanding.

Data validation also revealed that although the scaffolding method had a positive impact, there were several challenges that needed to be considered. One of them was the difference in understanding levels between students, which required teachers to adjust their approach to ensure that all students received optimal benefits.

In addition, time constraints in implementing scaffolding in the classroom were one of the obstacles. Teachers must find effective strategies to integrate this method without sacrificing the allocation of learning time that has been set in the curriculum.

Overall, the results of data validation strengthen the conclusion that the scaffolding method is an effective approach in improving Islamic Religious Education learning

outcomes. With proper implementation, this strategy can help students understand religious material better and shape their character as a digital generation with morals. Thus, this study provides a significant contribution to the world of education, especially in developing more innovative learning strategies that are in accordance with the needs of students in today's digital era.

CONCLUSION

The study concludes that the implementation of the scaffolding method in Islamic Religious Education significantly enhances students' understanding and learning outcomes, particularly in grasping the concept of faith in the Prophet and Apostles. This method not only fosters academic improvement but also promotes character development among digital-native students, encouraging active participation, confidence, and critical thinking. Teachers benefit from this approach by better identifying student difficulties and offering targeted guidance, making the learning process more interactive and efficient. Despite challenges such as varying student comprehension levels and limited instructional time, the method proves adaptable and effective, with the potential to be applied across various subjects. The study emphasizes the crucial role of teachers in adjusting support levels and recommends that schools adopt scaffolding as part of a broader educational strategy, including teacher training programs. Ultimately, this approach contributes to shaping a knowledgeable, morally grounded young generation in the digital age.

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